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ABSTRACT

The philosophy of special education for the educable mentally handicapped is defined by the Hamilton County (Ohio) school system: state standards for special units for the educable are detailed in the areas of general organization, eligibility, class size and age range, housing and equipment and materials, program, and teacher qualification. Information is also given on instructional materials centers, student referral and placement, and policy for inclusion in speech therapy. In addition, the County's special education teachers are identified, the calendar for the 1969-70 school year is provided, goals of the curriculum committee are presented, and professional organizations and conventions are named. The work study area is then detailed with information given on its nature and its coordinator as well as the following: the senior evening seminar, reporting procedures, postgraduate followup, change of job procedures, and legal aspects of employment. Further information concerns special community agency resources, suggestions for making job placement contacts, coordinator meetings, extended summer services, parent conferences, and policy on late entrants into work study. Eighteen work study forms are also provided. (JD)

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HAMILTON COUNTY PUBLIC SCHOOLS
DIVISION OF SPECIAL EDUCATION
HANDBOOK FOR TEACHERS OF THE
EDUCABLE MENTALLY RETARDED

OHio
1969-70

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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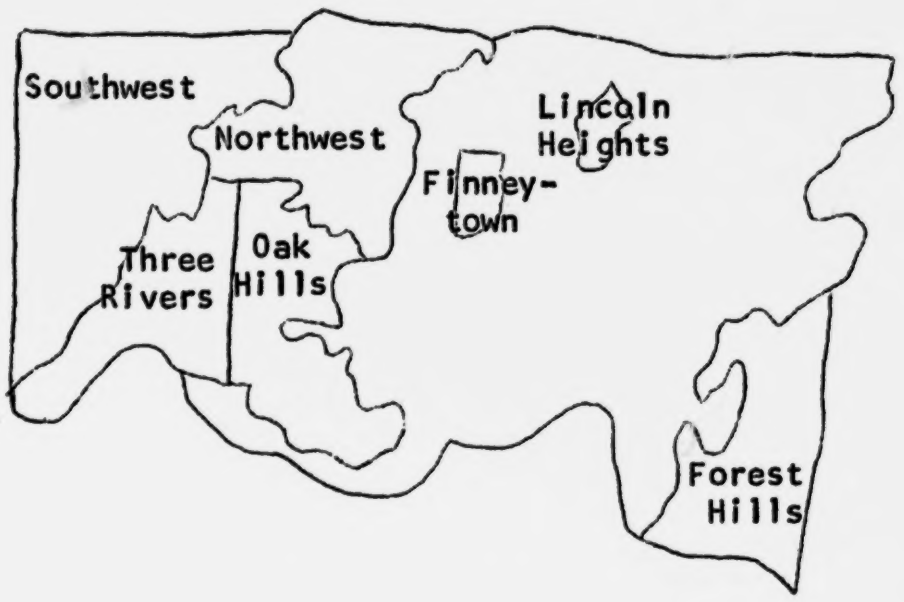

Colin P. Yacks, Director
Jack Collopy, Coordinator, Work-Study Program
Mary B. Burg, Supervisor

FOREWARD

This handbook is an attempt to bring together some ideas, forms and policies concerning Special Education in Hamilton County. It does, however, have more comprehensive implications. We hope it will serve as an instrument of unity for our Special Teachers. We hope, also, that it will convey our concept of a team approach, predicated on the philosophy that when a group of people are working together on common goals, each segment of the task becomes easier to complete.

We must remember also, that our concept of unity considers the role of parents, universities, school administrators and private and public agencies.

COLIN P. YACKS, Director
Division of Special Education

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PHILOSOPHY

The basic philosophy underlying the education of retarded children is no different from that for all children. The fundamental aim of all education is to teach children to live wisely and well in the environment in which they may find themselves.

To realize this fundamental aim of education as applied to the Educable Mentally Retarded requires that, in adjusting the curriculum, emphasis be placed upon: (a) Education in keeping with the capacities, limitations, and interests of each child; (b) education for healthful living and wholesome social experiences; (c) education for some participation in the world's work.

GENERAL OBJECTIVES:

In accordance with the above basic philosophy, there are certain general objectives for the education of EMR's which should help to determine the adjustment to be made in the curriculum for them. These are concerned primarily with their education in the world of knowledge, in occupational life, in leisure time, and in social relations.

SPECIFIC OBJECTIVES:

We shall assume that the school has equipped the EMR child with the simplest tools of learning to the extent of his ability. He may be able to do simple arithmetical computations, read on third to fifth grade levels, and do simple manual tasks. This is not enough in view of the problems he must meet in the community. He must have been educated through day by day experiences for the following:

1. To plan and choose his leisure activities wisely.
2. To earn as much of the necessities of life as possible.
3. To spend his salary wisely.
4. To keep physically well in order to enjoy life to its maximum.
5. To make friends and to participate in social and civic experiences.
6. To live as a contributing member of a family and neighborhood group, and later maintain his own home as head of a family.
7. To grow in moral and spiritual values.

TEACHERS OF SPECIAL EDUCATION

Deer Park School District
8688 Donna Lane
Cincinnati, Ohio 45236

Miss Joyce Stilker 4424 Orchard Lane Cincinnati, Ohio 45236 791-7183	Deer Park High School
Mrs. Mary Ellen Talmadge 8457 Monroe Avenue Cincinnati, Ohio 45236 791-4230	Amity Elementary

Finneytown School District
8779 Winton Road
Cincinnati, Ohio 45231

Miss Celia Moton 2701 Lehman Apt. 30 Cincinnati, Ohio 45204 921-5278	Whitaker Elementary
Miss Gloria Reeyes 935 Hollytree Cincinnati, Ohio 45231 729-1299	Whitaker Elementary

Forest Hills School District
7600 Forest Road
Cincinnati, Ohio 45230

Mrs. Hilda Brock 7600 Beechmont Avenue Cincinnati, Ohio 45230 232-0362	Anderson Jr. High School
Mrs. Angelia Douglas (Int) #1 Circus Lane Terrace Park, Ohio 45174 831-0328	Terrace Park Elementary
Miss Sharon Fitzpatrick 1606 Burney Lane Cincinnati, Ohio 45230 231-6610	Anderson Sr. High School
Mrs. Mary Manning (P) 1263 West Ohio Pike Amelia, Ohio 45102 753-4595	Newtown Elementary
Mr. Dale Penwell 1093 Asbury Road Cincinnati, Ohio 45230 231-9116	Anderson Jr. High School

Forest Hills (Cont'd.)

Mrs. Jane Stineman (Int) — Newtown Elementary
6260 Beechmont Avenue
Cincinnati, Ohio 45230
231-5593

Mrs. Dorothy Valmore (P) — Newtown Elementary
1246 Mariweather Avenue
Cincinnati, Ohio 45208
871-1055

Mr. Earl Valmore — Anderson Jr. High School
1246 Mariweather Avenue
Cincinnati, Ohio 45208
871-1055

Mr. James Walker — Anderson Sr. High School
Coordinator
7266 Jetve Lane
Cincinnati, Ohio 45244
561-8403

Mrs. Jean Williamson (Int) — Newtown Elementary
P.O. Box 44044
Cincinnati, Ohio 45244
561-8265

Lincoln Heights School District
Lindy and Magee Streets
Cincinnati, Ohio 45215

Mr. James F. Daiker — Lincoln Heights Sr. High
Coordinator
3605 Jessup Road
Cincinnati, Ohio 45239
522-0681

Mrs. Lillian Foster — Lincoln Heights Jr. High
9832 Carey Walk
Cincinnati, Ohio 45215
771-9179

Mrs. Betty Gooding — Lincoln Heights Sr. High
8384 Anthony Wayne Avenue
Cincinnati, Ohio 45216
821-5793

Miss Lillian Nelson (Int) — Lincoln Heights Elementary
709 South Crescent Avenue
Cincinnati, Ohio 45229
281-5463

Mrs. Nannie Shegog (P) — Lincoln Heights Elementary
3959 Parker Place
Cincinnati, Ohio 45217
751-9096

Lincoln Heights (Cont'd.)

Mrs. Aeriwentha Starr (Int) 10640 Toulon Drive Cincinnati, Ohio 45240 771-4627	Lincoln Heights Elementary

Milford Exempted Village
525 Lila Avenue
Milford, Ohio 45150

Mrs. Fern Allison (P) 843 Wooster Pike Terrace Park, Ohio 45174 831-2295	Milford Main Elementary
Mr. Gerald Gunning 1735 Sutton Avenue, Apt. 4 Cincinnati, Ohio 45230 231-6230	Milford Sr. High School
Mrs. Jean Hall (P) 1387 Columbus Street Cincinnati, Ohio 45230 231-3873	Milford Main Elementary
Mrs. Percie Hunsucker (L. Int) 4736 Alpine Avenue Cincinnati, Ohio 45242 891-3464	Milford Main Elementary
Mr. Donald Johnson 4305 Mil-Haven Batavia, Ohio 45103 732-0600	Milford Jr. High School
Mrs. JoAnn Kellerman (U. Int) 10 Heatherstone Way Milford, Ohio 45150 831-6374	Milford Main Elementary
Mrs. Carla MacMillan (P) 3642 Northdale Place Cincinnati, Ohio 45230 631-8321	Milford Main Elementary
Mr. Glenn Marsh 9418 McKinney Road Loveland, Ohio 45140	Milford Jr. High School

North College Hill School District
1620 W. Galbraith Road
Cincinnati, Ohio 45231

Mr. James French 3755 State Rt. 132 Batavia, Ohio 45103 732-0349	North College Hill High School

North College Hill (cont'd.)

Mrs. Beverly Olen 2668 Lehman, Apartment 48C Cincinnati, Ohio 45204 471-5062	North College Hill High

Northwest School District
4850 Poole Road
Cincinnati, Ohio 45239

Mr. James Datillo 4734 Highridge Avenue Cincinnati, Ohio 45238 471-7593	Colerain Jr. High School
Mr. Stanley Kaplan Coordinator 1231 Westminster Drive Cincinnati, Ohio 45229 242-1153	Colerain Sr. High School
Mrs. Helen H. Hyde (P-3) 7214 Clovenook Avenue Cincinnati, Ohio 45231 521-3826	Ann Weigel Elementary
Mrs. Nancy Messer (1-1) 2508 Vera Avenue Cincinnati, Ohio 45237 731-1876	Ann Weigel Elementary
Miss Patricia Muszynski 6037 Wildway Lane Cincinnati, Ohio 45224 681-7675	White Oak Jr. High
Mr. Robert C. Phillips 3901 Oak Cincinnati, Ohio 45227 272-3394	Colerain Sr. High School
Ms. Eleanor Schonfeld 5731 Haubner Cincinnati, Ohio 45239 521-1247	Ann Weigel Elementary
Mrs. Barbara Stager 70 Drummond Cincinnati, Ohio 45218 851-0829	Colerain Sr. High School
Miss Bettie J. Tanner (1-2) 6609 May Street Cincinnati, Ohio 45243	Ann Weigel Elementary

Northwest School District (Cont'd.)

Mrs. Evelyn Wasson 8838 Nabida Drive Cincinnati, Ohio 45239 522-4875	Colerain Jr. High School
	Ann Weigel Elementary

Norwood School District
2132 Williams Avenue
Cincinnati, Ohio 45212

Miss Gertrude Chandler (Int.I) 2846 Observatory Cincinnati, Ohio 45208 321-1318	Williams Avenue School
Miss Madalyn Conn (Int.II) 2880 Colonial Ridge Court Cincinnati, Ohio 45212 631-1194	Williams Avenue School
Mr. Hardin Sharp 4135 Floral Avenue Norwood, Ohio 45212 731-1003	Norwood High School
Miss Josephine Smith (P) 6303 Lisbon Avenue Cincinnati, Ohio 45213 531-8954	Williams Avenue

Oak Hills School District
6479 Bridgetown Road
Cincinnati, Ohio 45211

Ms. Elaine Ball (P) 3449 Millrich Avenue Cincinnati, Ohio 45211 481-0034	J. F. Dulles Elementary
Mr. Tim Cahill 19 Hudson Avenue Lakeside Park, Kentucky 41017 341-9328	Delhi Jr. High School
Mr. Tom Carroll 7024 Hearne Road Cincinnati, Ohio 45211 481-1996	Oak Hills Sr. High School
Ms. Eva Cundiff (P) 2577 Wingham Drive Cincinnati, Ohio 45238 922-4875	J. F. Dulles Elementary

Oak Hills School District (cont'd.)

Miss Barbara Lacey (Int) — J. F. Dulles Elementary
148 Mt. Nebo Road
North Bend, Ohio 45052
941-0824

Mr. Joseph Prentner (Int) — J. F. Dulles Elementary
2409 Ohio Avenue
Cincinnati, Ohio 45219
621-9192

St. Bernard School District
Tower and Washington Streets
Cincinnati, Ohio 45217

Mr. Gary Bates — St. Bernard High School
8999 Applewood Drive
Cincinnati, Ohio 45236
791-7114

Mrs. Joan Brandt — Tower Avenue Elementary
3164 Montana Avenue
Cincinnati, Ohio 45211
281-2356

Mrs. Margot Hinke — St. Bernard High School
4571 North Bend Road
Cincinnati, Ohio 45211
661-2149

Southwest School District
230 South Elm Avenue
Harrison, Ohio 45030

Mrs. Mary Lu Arnold (Int) — Harrison Elementary
206 Sunset
Harrison, Ohio 45030
1-634-4421

Mrs. June Hopping — Harrison High School
Teacher-Coordinator
210 Hillview Drive
Aurora, Indiana 47001
1-812-926-2952

Mrs. Deborah F. Siefferman (P) — Harrison Elementary
Carolina Trace Road
Harrison, Ohio 45030
638-8003

Three Rivers School District
30-36 Harrison Avenue
North Bend, Ohio 45052

Mr. James C. Binkley — Three Rivers Jr. High
3147 Bracken Woods
Cincinnati, Ohio 45211
662-6131

HAMILTON COUNTY PUBLIC SCHOOLS
325 East Central Parkway
Cincinnati, Ohio 45202

CALENDAR FOR THE SCHOOL YEAR 1969-70

September:	2	(Tuesday)	SCHOOLS OPEN
	16	(Tuesday)	Administrative Meeting
October:	7	(Tuesday)	Administrative Meeting
	21	(Tuesday)	In-service Field Visit
	24	(Friday)	Southwest Ohio Education Assn. Meeting. SCHOOLS CLOSED
November:	4	(Tuesday)	Administrative Meeting
	6-8	(Thurs.-Sat.)	Ohio Federation C.E.C. Convention-Columbus
	11	(Tuesday)	Veterans' Day -- SCHOOLS CLOSED
	18	(Tuesday)	In-service Field Visit
	25	(Tuesday)	Curriculum Workshop
	27	(Thursday)	Thanksgiving Day -- SCHOOLS CLOSED
	28	(Friday)	Thanksgiving Recess -- SCHOOLS CLOSED
December:	2	(Tuesday)	Administrative Meeting
	16	(Tuesday)	In-service Field Visit
	19	(Friday)	SCHOOLS CLOSE (at regular time) for Christmas Recess
January:	5	(Monday)	SCHOOLS RE-OPEN
	6	(Tuesday)	Administrative Meeting
	20	(Tuesday)	In-service Field Visit
February:	3	(Tuesday)	Administrative Meeting
	17	(Tuesday)	In-service Field Visit
	24	(Tuesday)	Curriculum Workshop
March:	3	(Tuesday)	Administrative Meeting
	11	(Wednesday)	Tentative Date - H.C.E.A. Released Time Meeting
	17	(Tuesday)	In-service Field Visit
	26, 27, 30	(Thurs.,Fri.,Mon.)	Spring Recess - SCHOOLS CLOSED
April:	7	(Tuesday)	Administrative Meeting
	20 - 25	(Monday-Saturday)	National C.E.C. Convention - Chicago
	28	(Tuesday)	In-service Field Visit
May:	12	(Tuesday)	Administrative Meeting
	19	(Tuesday)	Curriculum Workshop
June:	5	(Friday)	SCHOOLS CLOSE

I. Goals of the Curriculum Committee:

A. Involvement of all county schools
B. Develop a handbook for teachers of the Educable Mentally Retarded that contains:

1. What is the EMR class:
   a. the teacher
   b. the objectives of the class
   c. parent involvement
2. Minimum standards of the classroom for EMR's
3. Curriculum guidelines
4. Methods and techniques for implementing the guidelines
5. List of suggested materials for the classroom
6. How to use the guide

II. Structure for Curriculum Development

A. District Departments

1. Each district is encouraged to create regular department meetings of all the teachers teaching classes for E.M.R. children.
2. A chairman for the department should be appointed.
3. Through department meetings, the communications are improved between those teaching at different grade levels, and the curriculum development is strengthened.
4. Approximately one department meeting a month will provide time to work on the curriculum guidelines (see schedule below).

B. Geographic Meetings

1. All teachers of all classes from districts in a given area will meet three times a year to share their ideas and materials to develop the guidelines.
2. The geographic meetings will be lead by an appointed chairman and a recorder.
3. The geographic groups are as follows:
   East - Forest Hills and Milford
   Central - Deer Park, Lincoln Heights, Lockland, Norwood, Princeton and Reading.
   North - Finneytown, Greenhills-Forest Park, Mt. Healthy, North College Hill and Northwest
   East - Oak Hills, Southwest, and Three Rivers

C. Release Day Workshops

1. Representatives appointed by the districts' superintendents will represent their districts staff and their geographic groups.
2. They will meet 3 times in the year to prepare the guideline's contents from the geographic groups' reports.
3. The results of the workshop will be circulated to all participating teachers for use in their teaching.

III. Schedule of Curriculum Sessions 1969-70

September

1. Department chairmen and Geographic Group leaders have orientation meeting.
2. Department meetings devoted to the development of concept area, "Using and Understanding Money".

October

1. Department meetings devoted to the development of concept area, "Occupational Orientation".

November

1. Weeks of November 3 and 10 - Geographic Group meetings devoted to the development of concept areas: "Using and Understanding Money" and "Occupational Orientation".
2. November 25 - Release day workshop for the development of concept areas, "Using and Understanding Money" and "Occupational Orientation" by levels.

December

1. Department meetings devoted to the development of materials for the concept area, "Using and Understanding Money".

January

1. Department meetings devoted to the development of the concept area, "Occupational Orientation".

February

1. Weeks of February 2 and 9 - Geographic Group meetings devoted to the development of materials for the concept areas, "Using and Understanding Money" and "Occupational Orientation".
2. February 24 - Release Day Workshop for the development of materials for the concept areas, "Using and Understanding Money" and "Occupational Orientation" by levels.

March

1. Department meetings devoted to the development of the concept area, "Health and Self Care".

April

1. Department meetings devoted to the development of the concept area, "Safety".

May

1. Weeks of April 27 and May 4 - Geographic Group meeting devoted to the development of the concept areas, "Health and Self Care" and "Safety".
2. May 19 - Release Day Workshop for the development of the concept areas, "Health and Self Care" and "Safety".

IV. Four Year Plan to Develop Curriculum Guidelines

	Concept Area	Materials
Using and Understanding Our Environment	68-69	68-69
Using and Understanding Time	68-69	68-69
Using and Understanding Money	69-70	69-70
Occupational Orientation	69-70	69-70
Health and Self Care	69-70	70-71
Safety	69-70	70-71
Citizenship	70-71	70-71
Travel	70-71	70-71
Use of Leisure Time	71-72	71-72
Communication	71-72	71-72
Final evaluation of guidelines	71-72	71-72

ORGANIZATIONAL MEMBERSHIP

The following organizations are listed as those active in our school and profession. These organizations contribute much to our schools, community, training and ourselves. As an organization they can only do as much for us as we do for them.

Ohio Education Association
Southwestern Ohio Education Association
Hamilton County Education Association
Parent-Teacher Association
Local Teacher Association
National Education Association
Council for Exceptional Children
The American Association on Mental Deficiency

CONVENTIONS

Teachers are encouraged to attend state conventions of organizations which are directly related to our professional duties. Whenever state or local organizations in Special Education hold their annual meetings in or near Cincinnati, it is hoped that all will attend as many sessions as time will permit.

POLICY FOR INCLUDING EDUCABLE MENTALLY RETARDED IN SPEECH THERAPY

In a classroom for educable mentally retarded children, the curriculum and course of study provide a long list of supplementary books and materials, as well as materials that give emphasis on repetition of detail. The same situations, then, would be necessary when speech therapy is attempted. The time devoted to the educable mentally retarded should not only be more intensive, but more frequent.

The evaluation of EMR children must be done on an individual basis, and the finalized evaluation based on prognosis, rather than the problem itself. It is recommended that every child in a class for the educable mentally retarded be given a new speech and language evaluation at the beginning of each school year. These records or copies thereof should be included in the cummulative folder.

When a child from EMR classes is included in the regular therapy program, the therapist must gear the child's program of speech and/or language to the student's interests and abilities, rather than the chronological age. If the physical development of the child interferes with this classification, it may be advisable to re-evaluate the need for speech therapy.

The therapist is cautioned that too large a spread chronologically is not advisable, unless the general physical development of the educable mentally retarded child falls in line generally to the group to which he is assigned. The guides for speech therapy will come largely from the techniques employed by the teachers of the educable mentally retarded. The activities she uses must be appropriate to the child's short attention span, limited recall, and low frustration level. Rote memory drills probably have little value.

Prognosis for the lower level of the educable mentally retarded is not favorable, so it is recommended that caution be exercised before such children are included, as certain basic intellectual skills are necessary for speech improvement.

A speech correction and speech stimulation program which is integrated with the entire educational and training program of the EMR will probably be more successful than the program designed for those of normal intellect. Much of the speech correction may not be actually carried out by the speech therapist, but by the parents, classroom teacher, and others who spend considerable time with the child. These persons should have frequent structured contacts with the speech therapist so that the therapy program will be continued in an appropriate manner.

In the classrooms for the educable mentally retarded, there is a freedom from the pressure to "stick to the curriculum". Such freedom makes possible the organization of a "Speech Time" during each school day. Our procedures, then, will always be cognizant of each child as an individual. If the evaluation proves that a child can be incorporated into speech therapy with normal children, this will be done. It is our opinion, however, that for the bulk of the children assigned to the classes for the educable mentally retarded, an in-class speech time, under the guidance of the speech therapist, would be the most meaningful.

Ohio
State Board of Education

EDb-215-07 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR EDUCABLE MENTALLY RETARDED

(Adopted August, 1966)

(A) General

(1) A special education unit or fractional unit may be approved for educable mentally retarded children only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to educable mentally retarded children.

(3) A special education unit for supervision of a program for the educable mentally retarded may be approved when there are 30 or more approved units in a district.

(a) Two or more districts may share an approved unit for supervision.

(4) All children enrolled in an approved special education unit for educable mentally retarded children shall meet the standards listed herein.

(5) A work-study coordinator who works full time with administrators, school staff, parents, pupils and the business community on problems relating to the job training and adjustment of senior high school educable mentally retarded may be considered for approval as a full unit.

(a) Approval of such units shall be based upon a plan submitted in advance to the Division of Special Education.

(b) Two or more districts or high schools may share an approved unit for work-study coordination.

(6) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(B) Eligibility

(1) Children shall be in the general intelligence range of 50 through 80. They shall also be of legal school age in the district operating the class, and must have sufficient maturity to adjust to general school routines.

(2) Intelligence level shall be determined through an individual examination by a qualified psychologist.

(a) Preference is given to the Binet scale for children of elementary school age. The psychologist should use supplementary measures whenever need for these is indicated.

(3) A copy of the psychological report shall be available to the classroom teacher.

(4) In areas or school districts where school psychological service is not available, provisional admission to the class may be made on the basis of two or more recent group tests showing close agreement. Children so placed shall not score higher than 80 on either group test and should be given an indivisual appraisal within two years of placement in the special class.

(5) Children placed in educable mentally retarded classes shall be reevaluated periodically. Initial test results which are more than three years old shall not be used for continued placement.

(a) Pupils who exhibit noticeable difficulty in behavioral adjustment and/or instructional progress in the special class(es) shall be given more frequent and more detailed reevaluation, including an appropriate medical diagnosis where indicated.

(6) Educable mentally retarded crippled children, or educable mentally retarded children with serious visual or hearing handicaps who reside in school districts where classes for children with similar physical handicaps are not available but where regular educable mentally retarded classes do exist, may be enrolled in such educable mentally retarded classes if:

(a) They have been adjudged educable mentally retarded on the basis of an individual psychological examination.

(b) They are referred as crippled, visually handicapped, or hearing impaired by the proper medical authority.

(c) They can be transported either on the school bus or by other means as may be provided for physically handicapped children.

(d) They are sufficiently ambulatory, in the case of crippled children, to care for their own physical needs in a regular school situation.

(e) They fit the age range of the class or classes in operation and if the enrollment in such class(es) is sufficiently low that a physically handicapped child can be accommodated.

(C) Class Size and Age Range

(1) Minimum class size for an educable mentally retarded unit shall be 12 children.

(2) Maximum class size is as follows:

(a) An elementary unit with an age range of 24 months or less shall not exceed an enrollment of 20 pupils.

(b) An elementary unit with an age range of 25 to 48 months shall not exceed an enrollment of 16 pupils.

(c) A secondary unit with an age range of 24 months or less shall not exceed an enrollment of 22 pupils.

(d) A secondary unit with an age range of 25 to 48 months shall not exceed an enrollment of 20 pupils.

(e) In a secondary unit where a work-study program is in operation, maximum class size shall not exceed 30 pupils.

(3) Class size may be adjusted downward for individual units at any age level where pupils with multi-handicaps are enrolled.

(D) Housing, Equipment and Materials

(1) A special education unit for educable mentally retarded children shall be housed in a classroom in a regular school building, which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) Equipment and materials shall be appropriate for the maturity and interest levels of the children.

(E) Program

(1) A comprehensive program shall be provided to serve all educable mentally retarded children on a continuum from primary through high school.

(a) A district initiating its first unit shall provide a continuous program primary through secondary levels within six years.

(b) A district with a high school program shall develop a work-study program within three years from the time the special program is initiated.

(c) Two or more school districts may combine resources in order to provide adequate facilities for all educable mentally retarded pupils in the cooperating districts.

(2) Program organization shall be essentially the same as the program for other pupils of the same age in the same building. This applies to the length of the school day, amount of participation in general school activities, and grouping of pupils in the same classroom.

(a) In the elementary school the unit is primarily self-contained.

(b) In the secondary school, educable mentally retarded shall participate with the general student body in selected non-academic courses and activities.

(c) In secondary schools where several teachers work in a departmentalized manner, each teacher shall have the equivalent of one special unit as a full time assignment.

(d) In secondary schools where one special teacher carries full responsibility, this teacher shall have one special special class only. While not all pupils at this age level remain with the special class teacher all day, the teacher's responsibility is a full time one.

(3) The instructional program for all age levels shall be appropriate to the needs and capabilities of educable mentally retarded pupils.

(a) In the elementary programs, the special teacher has full time responsibility for the children.

(b) In the secondary program, all academic work, personal and occupational guidance shall be carried on by the special class teacher(s). In addition, the special class teacher has the responsibility for coordination of the total instructional program for these pupils within the school.

(c) The curriculum of an approved unit in high school shall include the minimum requirements toward graduation as established by the Ohio High School Standards.

(d) Work-study programs in the senior high schools shall be a part of the total curriculum offering for these students.

(4) Teachers shall follow outlines and/or special courses of study in their daily program planning as designed for educable mentally retarded children.

(5) There shall be evidence of periodic evaluation of the educational progress of all children above the primary age range placed in approved units for educable mentally retarded children.

(F) Teacher Qualifications

(1) A teacher shall meet all the requirements for certification as established by the State Board of Education for this area specialization.

INSTRUCTIONAL MATERIALS

Instructions for ordering from the three Regional Centers and the Hamilton County Curriculum Materials Center.

These materials may be ordered by telephone or by mail. If the desired item is in stock, it can be delivered to the target school as soon as the next school day.

Because these materials are popular, we suggest that you plan ahead and reserve a booking date. Maximum booking period is five school days in the building. When you receive materials from the Center there will be an enclosed message indicating the date on which the item should be placed in the pick-up area. Please respect this date so that another teacher can enjoy the same service later on.

If materials are damaged in any way, please indicate this when returning them to enable repair or correction before the next booking.

You are also very welcome to visit the Title One Center nearest you to preview material or browse the facility.

Western Center

J. F. Dulles School - Rm. 29
6479 Bridgetown Road
Cincinnati, Ohio 45211

Phone - 662-7447

Northern Center

Lockland Administration Bldg.
210 Wayne Avenue
Lockland, Ohio 45215

Phone - 761-8437

Eastern Center

Fairfax Elementary School
3847 Southern Avenue
Cincinnati, Ohio 45227

Phone - 271-8870

Hamilton County Center

325 East Central Parkway
Cincinnati, Ohio 45202

Phone - 621-6125

Special Education Instructional Materials Center

A new service to teachers in special education is currently being set up in Hamilton County. Through funds provided in the E.S.E.A., Title VI, a program has been created to help teachers of classes for the educable mentally retarded. The director of the I.M.C. is Mr. Dave Braukman. The Center will be housed at the University of Cincinnati in the College of Education and Home Economics.

Further information about services available will be provided as the program is developed.

Referral and Placement of Pupils in Special Education

In order to stabilize procedures for placement in and removal of children in Special Classes, the following is recommended:

a. Psychological referral completed by regular classroom teacher, which is given to the building principal for approval.

b. Principal submits request to Psychologist.

c. Psychologist administers needed psychological tests.

d. Psychologist confers with building Principal and teacher on results of test. Psychologist forwards evaluation and recommendations to Director - Special Services.

e. Director of Special Services submits recommendations for Special Class placement to Director of Special Education.

f. Child's name is placed on waiting list - unless a vacancy exists in class. If vacancy exists, principal recommends to Director of Special Education that placement be accomplished. The supervisor of that Special class will confer with the sending teacher, counselor, principal, psychologist, receiving teacher, etc., to establish the justification for placing the child according to State Standards and to determine what will best meet the needs of all children involved.

g. The supervisor will submit the justification to the Director of Special Education who will make formal placement of the child in a letter to the principal (for cumulative records) with copies of the placement to other interested professional personnel (receiving teacher - for education file, sending teacher, psychologist, sending principal, district supervisory staff, etc.) as well as the parents.

h. If a special class pupil withdraws, the principal should notify the Director of Special Education of the withdrawal and include any recommendations for placement of a child from the waiting list. This will activate steps f and g as stated above.

HANDBOOK WORK-STUDY AREA

I. WHAT IS THE WORK-STUDY PROGRAM?

A. RATIONALE

1. A well structured in-school work experience provides:

   a. a job training experience which for many pupils is the first real encounter with the world of work
   b. an effective means of evaluating the pupil through a controlled work environment
   c. the means of training and counseling the pupil for adulthood and entering the world of work
   d. an opportunity for the pupil to make a gradual transition from the school into the adult world of work
   e. experiences as nearly like a community work situations as possible
   f. an opportunity for the coordinator to observe pupils in various work situations to help determine appropriate community placement later

2. Community work experience provides:

   a. the completion of processes started in in-school work experience
   b. the real and practical educational experiences necessary to help the students complete their training
   c. the means to encounter and adjust to the pressures of daily work demands
   d. the opportunity to develop and adjust to a sustained routine
   e. conditions demanding that he function as a part of a team with other employees
   f. the experience of working under different supervisors
   g. the need for the pupil to learn to control the use of his income
   h. an opportunity for the coordinator to help students identify and adjust to their strengths and weaknesses not possible in the in-school phase
   i. the final opportunity for effective counseling, guidance, and training for the pupils available through the school

B. CURRICULUM IMPLICATIONS FOR WORK-STUDY PRIMARY--HIGH SCHOOL

1. Pre-Occupational Training

   A large percentage of the educable mentally retarded are successful in work-study only if they have been enrolled in the special class program as early as identifiable preferrably ages five, six and seven. Also, in order to be effective, the program must include (as an integral part of the total curriculum primary through high school), guidance and training in the development of skills necessary for the following:

   a. positive social adjustment and relations
   b. effective work habits
   c. health habits
   d. safety habits
   e. adequate oral communication
   f. effective coordination
   g. knowledge of the world-of-work

h. realistic goals
i. wise money management
j. civic responsibility

2. Implications for elementary and secondary special education teachers

The successful work-study program is not just a high school level program, but is largely dependent upon "total" curriculum emphasis and coordination of effort and goals. All should give specific emphasis to the continuous development and refinement of work skills and habits including:

a. following directions
b. working to capacity
c. learning to accept change
d. getting along with others
e. accepting responsibilities
f. developing work tolerance
g. budgeting time constructively
h. profiting from constructive criticism
i. learning to work with minimum supervision

3. Elementary Level Implications

a. Teachers of educable mentally retarded children at elementary levels need to be more directly involved in work-study than many often realize. The habits and skills that are essential for occupational and social adequacy at the adult level can best be developed within the child during his early years. Therefore, it is essential that primary and intermediate teachers include in their lesson plans individual and group activities which will develop these necessary skills and attitudes within each child. The importance of this phase of education for the educable mentally retarded cannot be over-emphasized.

b. A second area of training that needs to be included in the elementary level is a part of the sequential training program in understanding the world of work. This necessitates a coordinated effort of teachers of all levels. This effort is necessary in order that this phase of the curriculum be developed, as it relates to the social development of pupils as they move through the district's program for the educable mentally retarded.

4. Secondary Level Implications

Educable mentally retarded pupils at the secondary level are given the opportunity to apply the basic tool subjects to real-life situations. Secondary level teachers are challenged to interpret the academic areas of language arts, social studies, mathematics, and science in terms of its practical applications to life and work for their pupils.

5. The creation of awareness through exposure

To better understand the world-of-work and interpret their place in it, experiences must be structured for the educable retardate which relate to actual employment. For example:

a. Employers are invited to the classroom to explain

(1) what he looks for in a prospective employee, or
(2) how to hold a job once it's been attained

b. Program graduates are invited to return to school to relate actual work experiences to work-study neophytes.

c. Field trips to business and industry are instigated to look specifically for job areas in which students feel they could be successful and would be interested if the opportunity arose.

d. Projects: organize groups of students assigned to explore a particular job in the community (job requirements, hours, pay, working conditions, responsibilities, etc.)

Exposures like the preceeding offered before actual involvement in community placement will provide many stimulating and meaningful discussions to effectively influence the thinking of students in the work-study program.

6. Summary

Planning and developing of comprehensive and meaningful curriculum for educable mentally retarded youngsters has proven most effective when the teachers of all levels, including the work-study coordinator, are actively involved. This approach tends to minimize the possibility of duplication of teacher effort, and insures a sequential curriculum pattern based on developmental abilities and needs of the educable mentally retarded pupils.

C. DESCRIPTION OF THE WORK-STUDY PROGRAM

1. Special In-School Work Experience Phase

In-School work experience provides the student with his first experience of working under supervision. It provides the teacher and coordinator with an opportunity to gain insight into the pupil's tolerance for work and his attitude toward employment on a job outside the classroom itself.

a. Objectives

(1) to become aware of personal weaknesses and overcome them
(2) to develop the good working habits required for any job
(3) to gain as much practical experience as possible
(4) to learn to follow directions in completing an assigned task

b. Plan

(1) students will become eligible for in-school work experience

(a) when they reach the Junior High Special Education Class
(b) when they show maturity and a sense of responsibility
(c) usually not before they become thirteen years of age

(2) In most cases students will be assigned to unskilled areas of work. Many jobs will be in the school cafeteria, custodial work, etc.

(3) Students should receive pay for in-school work experience
(4) Students will be placed according to:

(a) Eligibility of student (Maturity, Behavior, Attitude)
(b) Jobs available

c. Responsibilities of Students

(1) Be clean and neat
(2) Be to work station on time. Do not leave until told to do so by supervisor
(3) Return at once to classroom when finished on the job

d. Responsibilities of Work-Supervisors

(1) Report any absences from job to coordinator
(2) Report any undesirable behavior to teacher and coordinator
(3) Be sure student checks in and out with supervisor

2. Community Work Experience

This program is designed to assist special education students at the senior high school level to obtain practical work experience while they are still attending school. The program is considered a course and students will receive credit toward graduation. They will be graded, supervised, and counseled while on a job by a teacher-coordinator or a coordinator.

a. Objectives

(1) To gain as much practical experience as possible
(2) To develop the good working habits required for any job
(3) To become aware of personal weaknesses and overcome them
(4) Provide a source of potential employees for high turnover, hard to fill jobs

b. Plan

(1) Students will become eligible for work placement:

(a) When they reach the Senior High Special Education Class
(b) Usually this will be after they are sixteen years of age
(c) When they show maturity and a sense of responsibility which will generally predict their successful employment

(2) In most cases students will be assigned to unskilled or semi-skilled types of work

(3) Students will be paid according to a pay scale agreed upon between the coordinator and the employer. (Under special circumstances the starting salary may be below the minimum wage scale.)

(4) A student receiving a man's wage will be expected to do a man's job. A student who does not maintain this standard will be replaced by another student, with the consent of the employer and the availability of students.

(5) Students will be placed according to:

(a) Eligibility of student
(b) Jobs available
(c) Vocational interests and aptitudes of the student
(d) Transportation facilities available to the student

c. Scheduling

(1) Juniors - whenever possible, students will be expected to attend school at least three periods a day

(2) Seniors - a student may be placed full-time according to his age and school schedule

(3) Students will not be considered absent from school when they are working during school hours

(4) Any arrangement in scheduling which will be most convenient to the employer will be established if possible

(5) A work permit will be provided each student

(6) Students must have a social security card and a minor wage agreement before placement

d. Supervision

(1) The coordinator will evaluate the student in cooperation with the employer and teacher

(2) A log of working hours will be maintained by the counselor

(3) Participants must place part of each salary in a savings account

3. Guide to Employers

a. To assist special students in getting started there are several factors which may be helpful

(1) They may have a reading ability below that which one would expect.
(2) They may have more difficulty accomplishing mathematical computations, or in working with measurements than one might anticipate
(3) Following a series of directions for many is most difficult. However, most special students can accomplish any basic task if they are taught one step at a time.
(4) Once these students learn a task or develop a habit it usually sticks. It is important that they develop good habits in the beginning.
(5) A routine job is most desirable for these students.

b. Repeating the same directions many times over becomes very trying to the busy supervisor, however; in most cases it will usually result in a good and appreciative employee and a satisfied supervisor.

c. The coordinator will attempt to maintain weekly conferences with the supervisor and student during the placement.

d. Employers should not hesitate to contact the coordinator as soon as difficulties arise. Early counseling may eliminate problems before they become insurmountable.

e. The employer will be provided with an evaluation form at the end of every 6th week which will help in the counseling of the employee.

f. If a student does not meet job requirements, a change of students is possible.

g. At any time the employer finds our work-trainee to be unsatisfactory and wishes to discontinue his work station, he may do so upon notice to the coordinator.

4. Guide to Parents:

a. Full cooperation of parents is necessary in the work-study program.

b. Parents are asked to help students to remember to report any absentees to the coordinator and employer immediately. If a student has excessive absences, he will have to be replaced on his work station.

c. Help students maintain a good personal appearance.

d. Encourage students to be on time every day for class and/or work. Tardiness cannot be tolerated!

e. Aid the student in banking and budgeting the money earned on the work-study assignment.

II. THE WORK-STUDY COORDINATOR

A. CRITERIA FOR SELECTION

1. The work-study coordinator is a representative of the school to the community (parents, civic organizations, prospective employers), and therefore it is expected that the program will be judged largely by the impression which the coordinator conveys to those with whom he comes in contact, and the product which the work-study coordinator produces.

2. Realizing the importance of the selection of an effective work-study coordinator for the program, a survey was conducted of a representative sampling of administrators, directors, and veteran work-study coordinators regarding the question of qualifications. It was found that generally, successful coordinators met all or part of the following criteria:

   a. One or more years of classroom teaching experience with the educable mentally retarded.

   b. A minimum of two courses in the certification pattern of training for teachers of educable mentally retarded children, specifically (a) the Education or Psychology of educable mentally retarded children, and (b) Occupational Orientation and Job Training for educable mentally retarded children; and the willingness to complete the specified pattern of training within a three year period.

   c. Some occupational experience other than in education (e.g. industry, services, etc.)

   d. The ability to relate favorably to adults, as well as educable mentally retarded youngsters.

   e. The capability to function effectively in a relatively non-structured situation.

B. GENERAL RESPONSIBILITIES

While the responsibilities of a work-study coordinator are numerous and varied, much similarity does exist among the many programs in various parts of the State of Ohio. Some of these are as follows:

1. Complete responsibility for implementing the work-study program.

2. Serve as teacher consultant to other special class teachers relative to the Occupational Orientation phase of the curriculum which includes the following:

   a. employment successes and problems
   b. employer expectations
   c. employee responsibilities
   d. labor laws affecting women and minors
   e. minimum wage regulations
   f. information on obtaining and holding a job
   g. what students can expect from, and how to prepare for Work-Study

3. Interpret program (needs, goals, purposes) to:

   a. educable mentally retarded pupils
   b. parents of educable mentally retarded
   c. other teachers of the school system
   d. non-professional employees of the school system
   e. the community (usually approched through talks to local service organizations, such as Rotary, Kiwanis, Exchange Club, Chamber of Commerce, and others)
   f. prospective employers (group and personal contacts)

4. Give information talks and lead discussions with the teacher organization, parent groups, and civic organizations in the promoting of better understanding of the work-study program.

5. Personally locate and screen potential placement stations within the school and community for desirability and appropriateness for students in this program.

6. Place students, and assist employers with orientation of students during the training period, when requested.

7. Expedite work permits of students involved in the program.

8. Assist in solving job related transportation problems; but accepting regular driving responsibility of working students to or from job situations should be avoided.

9. Conduct weekly seminars; usually evenings, for senior students.

C. SCHEDULING FOR TEACHER-COORDINATORS

1. For those high school programs which are smaller (one or two special classes) or are in the initial stages of development, a special class teacher is often assigned as a teacher-coordinator.

2. Teaching responsibilities

   a. The teacher-coordinator can be assigned to teach classes for the educable mentally retarded for half of the school day, and the remainder of the day scheduled for work-study coordinating responsibilities.
   b. In launching such a program, it should be anticipated that since not all of the teacher-coordinator's pupils will be involved in work experiences, for various reasons, that scheduling should allow time to assist regular teachers (shops, home economics, etc.) who will have these students for that part of the day when other pupils are at their work stations.

3. The teacher-coordinator is expected to meet all the responsibilities of the full-time coordinator, in addition to meeting the special academic needs of his pupils (teaching special education classes part of the day depending on the size of the work program). School systems which are too small to maintain a full-time coordinator, are encouraged, to consider sharing a coordinator with other districts. (State Board Standards 215-07, E-1, c).

III. SENIOR EVENING SEMINAR

A. THE PURPOSE OF THE SENIOR YEAR EVENING SEMINAR

1. There are certain skills the pupil has developed which he needs to apply to his real life-situation with which he needs guidance help.

2. There are some pupils whose skills could benefit from further development, or the pupil must be helped to find means of compensating for the weak skill area or areas.

3. The evaluating of the pupils readiness for independent living can be determined for life areas other than the world of work adjustment.

B. APPLICATION OF SKILLS TO LIFE-SITUATIONS

The educable mentally retarded is characterized by an inability to "transfer". It is logical to assume that he will require aid in applying skills to his real-life situation as he experiences full time work and a nearly common adult-life weekly life-cycle.

1. Arithmetic skills applied to money management, budgeting, pay, banking, etc. should be practiced in the class sessions and between class sessions on the pupils real life activities. Discussions of how to evaulate whether his activities are successful or not will sharpen his evaluative skill.

2. Language arts skills should be applied to his work, community and home situations to enable him to continue vocabulary development, adequate oral and written communication, using references (i.e. receipe book, telephone directory), etc.

3. Social skills need to be directed toward success in relations with others (i.e. co-workers, family, neighbors, people involved in business transactions). Experience sharing, discussions, role playing, and teacher-made materials can be methods of developing the application of these skills.

C. SKILL REMEDIATION OR COMPENSATION AND SKILLS

The teacher will need to continue or initiate individual skill remediation programs for specific pupils. If it appears that remediation is useless, then the teacher will need to design a program to help the pupil compensate for his lack of specific skills (i.e. to make a chart of multiplication facts if the pupil cannot memorize the multiplication tables; make a personal information card if he cannot remember facts like social security number, etc.)

D. EVALUATING READINESS FOR INDEPENDENT LIVING

On the job observation, conferences and employer reports will enable the teacher to evaluate pupil readiness for the world of work. Adjustment to the other areas of life should also be evaluated. Pupil and parent conferences will help, but classroom activities can help the teacher know even more. Film discussions, role playing, oral reports, questions to resource persons, etc. can help provide greater understanding of the pupil's development. Some areas of concern here are interpersonal relations, attitudes, pupil understanding of community services and

businesses, national and world activities, integration of personal life, personal life philosophy and life goals.

E. CUTTING THE APRON STRINGS

The evening seminar is not the last chance to ram through whatever was left out before. It has to be the time for finishing the job of releasi the pupil. Graduation or completing the role of the school is of necessity a releasing of the pupil to something. The completing of the school's role is not all and then nothing, but rather a tapering off. The pupil, hopefully, will be showing signs of independence before the senior year is over.

IV. REPORTING PROCEDURES AND FORMS

A. THE CENTRAL JOB CLEARING HOUSE

This concept is based on the premise that sharing job placement contacts will create a more effective and organized work program for the students in our special education classes in Hamilton County.

B. WHAT IS A CENTRAL JOB CLEARING HOUSE?

It is simply a filing system of all job placement contacts and pupils which are housed in the county office files.

C. HOW DOES IT WORK?

All coordinators send a carbon copy of the pink job placement card and white pupil information card to the County Office where it is filed according to job category, or name. This information is then available to all coordinators and employers through the county coordinator.

D. WHAT ARE THE ADVANTAGES?

1. Eliminates duplication of effort.

2. Provides all coordinators with unlimited placement possibilities.

3. Provides employers with greater number of workers.

4. Provides a greater number and variety of job placements for the students.

5. Provides for a more effective and time saving job placement program.

V. POST-GRADUATE FOLLOW-UP STUDIES

A. Evaluation is a desirable and essential aspect of any special education program for educable mentally retarded students.

B. A study of what happens to program participants after graduation can serve as a valuable instrument in assessing total program effectiveness (curriculum strengths and weaknesses).

C. This study should encompass all students who have completed the school's work-study program and should focus on their successes and shortcomings as related to such focal points as:

1. Social Adjustment

    a. marital status
    b. financial status
    c. assuming citizenship responsibilities

2. Occupational Adjustment

    a. employment longevity (changes and advancements)
    b. personal rating of employment
    c. employer-supervisor ratings

3. Suggested Improvement in Work-Study Program

    a. weaknesses in program offerings and areas of emphasis
    b. strengths in program offerings and areas of emphasis

D. The time involved to conduct post-graduate follow-up studies will be measured by the overall improvement of the program.

VI. CHANGE OF JOB PROCEDURES

A. Voluntary - for variety

1. Students need to have experience in several different kinds of jobs before graduation. This should be explained to the employer while the coordinator is discussing employment possibilities before students are hired. The employer may be able to help meet this need, but he will be more prepared for pupil changes when they are necessary.

2. The coordinator should counsel the student, immediately before he terminates his present job at the agreed upon time, as to the reasons for the change, and he should assure the student of his help if needed in the coming change.

3. The coordinator should have another student prepared to take over the vacated job; this also should be told the employer early, as a real possibility but not as a guarantee.

4. The coordinator should supervise the student changing jobs very closely, and let him freely discuss the matter in the seminar to make the other students aware of the procedure.

B. Involuntary

1. The coordinator should consult with the student, who has been fired, as to the reasons from his viewpoint for the action of the employer.

2. The coordinator should arrange a conference with the employer to find out his reasons for the action ---

    a. The preferred situation is where the employer notifies the coordinator of unsatisfactory service on the part of the student before terminating the student. The coordinator should counsel both the student and the parents when termination is necessary.
    b. If there is no warning, the coordinator must find out why there was none, and why the student was let go. It would be wise to try to establish rapport to avoid such action again.

c. The coordinator's approach is, if feasible, to try to have the student rehired or to manage to have the job open for another placement.

3. Whether it is a case of rehiring or finding another job for the student, the coordinator should then engage the student in counseling in order to eliminate the causes of the problem.

VII. LEGAL ASPECTS OF EMPLOYMENT

A. Over the years work laws and policies have been developed and refined for the benefit and protection of both employee and employer. Exceptions to the rule should not be expected for Educable Mentally Retarded students participating in a properly supervised school work-study program. If we take a close look at the educational goals of special education for the Educable Mentally Retarded, we note that the major thesis is "to help these young people to become healthy contributing citizens in our society". Therefore, soliciting through sympathy, and exceptions to the laws of commerce or industry on the premise of "a work program for mentally handicapped youngsters" would seem to be in conflict with this goal. No one learns independence via experiences which tend to promote dependence.

B. Employers of work-study trainees are expected to do no more or less, legally, than would be expected in the hiring of any person of comparable age and sex. It behooves the work-study coordinator to become familiar with legal implications and ramifications relative to:

1. The employment of women and minors
2. The minimum wage standards

C. In a bulletin of this nature it is not possible to be comprehensive in scope on labor laws and all the legal aspects. However, to answer questions which are asked most frequently, the following reflects the findings and philosophies of the State Division of Special Education.

1. Working Conditions must meet at least minimum standards of health and safety precautions.

2. Liability is with the employer of the work-study trainee, the same as with any other employee. An employer who employs three or more persons is expected to carry Workmen's Compensation.

3. Insurance - Employers with less than three persons <u>can</u> carry Workmen's Compensation for their workers, but are not bound to by law. In cases where the employer does not cover the work-study trainee, the coordinator is encouraged to develop policies with the legal agency which handles the student accident insurance coverage. Some school insurance representatives have interpreted the 24 hour policy as coverage for pupils to, from and on the job, since work-study is a prescribed part of the school's curriculum.

   There is no minimum or maximum age limit for a person to receive benefits. Therefore, if a company has active Workmen's Compensation insurance coverage and a minor is injured, the claim would be honored if the injury was received in the course of, or as a result of his employment.

4. Work Permits must be obtained by all students under 18 years of age, whether employed in the community or by the school board. Work Permits must be submitted with every employment change. Work Permits are issued through the office of the attendance officer of city and exempted village school districts or through the county attendance officer in the local school districts. It is imperative that a close liaison between work-study coordinator and the attendance officer be maintained. Refer to A Guidebook for School Attendance Laws and Procedures and the Issuance of Age and Schooling Certificates.

5. A Minor's Wage Agreement form must be filled out in duplicate by the employer of minors under 21 years of age and one copy must be given to the minor. This form is an agreement between the employer and the employee as to the wage the employee will receive.

VIII. SPECIAL COMMUNITY AGENCY RESOURCES

A. Bureau of Vocational Rehabilitation
Cincinnati District Office
Commerce Building, 100 E. 8th Street
621-5920

Hubert R. Speakman - Cincinnati District Supervisor

Counselors	Schools

(Counselors and Schools to be added at later date)

B. Cerebral Palsy Center
Mr. Robert Wood
3601 Victory Parkway 861-4567

C. Cincinnati Association for the Blind
Mrs. Adel Hollen, Director Rehabilitation Services
2045 Gilbert Avenue 221-8558

D. Department of Industrial Relations State of Ohio
Commerce Building, 100 E. 8th Street
621-5920
Mrs. Norma Fishter, Regional Inspector

E. Goodwill Industries
Mr. Edward Timmerman
10600 Springfield Pike 771-4800

F. Jewish Vocational Service
Mr. Samuel Feldman, Supervisor of Counselling Services
1660 Sternblock Lane 631-2400

IX. HINTS FOR MAKING JOB PLACEMENT CONTACTS

A. Canvass local business in your community.
B. Give talks explaining the work-study program to local business groups - PTA's and other community organizations.

C. Check the central job clearing house for placement leads.
D. Work with the other vocational coordinators in your district.
E. Try to sell an employer on a worker rather than on a program

X. COORDINATOR MEETINGS

A. Work-Study Coordinators will meet the 1st and 3rd Tuesday of each month.

1. Administrative meetings will be held the 1st Tuesday at the County Board Office Building.
2. Field visits will be on the 3rd Tuesday at the site of the field visit.

XI. EXTENDED SUMMER SERVICE

A. Funds are available, under the State Foundation Program, for extended service assistance to local schools in their endeavor to maintain services of the coordinator during the summer months.

B. This assistance is presently being made available for teacher-coordinator units and full-time coordinator units in additional aid school districts, only.

C. Proposals for financial assistance should be submitted to the Ohio Division of Special Education prior to May 1st of the school year for that summer. These proposals will be evaluated, and if approved the school would be eligible for extended service on the basis of 1/9 or 2/9 (equivalent to one or two months time) above the reimbursement received for that unit during the school year.

This proposal should include:

1. The anticipated number of pupils who will continue on their work stations throughout the summer and need supervision;

2. A breakdown of responsibilities assigned the coordinator during the summer months;

3. A tentative time schedule which would reveal how the coordinator's time would be utilized over the summer in carrying out these responsibilities;

4. Any other factors which will help the Division of Special Education in its determination of approval for the 1/9 or 2/9 extended service.

XII. PARENT CONFERENCES

A. WHY PARENT CONFERENCES

Whatever the need or justification for contact with parents in the regular school program, the special education class requires more, particularly the work-study phase. Parents are eager and willing to devote time in conferring with the teacher when the children are young, and as the years pass, their interest wanes. This is evidenced by the drop off in attendance at parent-teacher association meetings, and in the district wide parent conference days. By necessity, the high school counselor does much of the parent contact. The role of the teacher changes with the larger student to teacher ratio. However, "special class" means just that. The counselor should be informed and included in the student's plans and progress, but the teacher or coordinator must carry the responsibility of working with the parents.

B. THE SPECIAL EDUCATION PROGRAM MUST HAVE PARENTAL CONSENT AND UNDERSTANDING

The teacher or coordinator must see the parents personally to clarify and explain what is being done, and why. Generally speaking, high school special education student's parents will not seek you out--you must make the effort to get to them.

Some suggestions for accomplishing this aim are:

1. Scheduling conferences in the classroom.

   Advantages: Parents can see the classroom and materials. Convenient for teacher.

2. Home visits by teacher.

   Advantages: Teacher sees the home environment and its implications in relation to what the student says, does, and knows, at school. Parents may be more willing to ask questions on home ground.

C. The conference or visit with the parents should dwell upon:

1. The need for the student to participate in the program.
2. The goals of the work-study program.
3. The requirements of the program.
4. What parents can do to help.

D. The follow-up to personal conferences should lead the parent to believe that the teacher is willing to talk with them on the telephone when the need arises. As in all good parent teacher relationships, the ultimate outcome should be the feeling of the home and the school working together for the benefit of the student.

E. Some pointers on having a good conference are:

1. Sit in a comfortable place, near the parents, but not behind your desk.

2. Arrange to have as much privacy as possible, free from interruptions.

3. Begin and end the conference with positive points. Recognize as many strengths as you can, along with his needs.

4. Allow enough time for you both to have your say, but be careful of talking too long.

5. Be friendly and relaxed.

6. Listen to the parent. Remember that they can tell you things no one else can, and along with facts you will get emotional feelings.

7. Ask questions of the parent.

8. Talk only about the student involved, not brothers and sisters or other students.

9. Do not argue with parents. Diplomacy is the key.

10. Do not show approval or disapproval of the things parents may relate to you.

11. Avoid disparaging comments about former teachers. "Accentuate the positive" in all matters of school policy, discipline, etc.

12. TREAT ALL INFORMATION, WHAT YOU SEE AND WHAT YOU HEAR, AS CONFIDENTIAL INFORMATION.

13. Close the conference by discussing what will be done next for the student.

If you feel you wish to take notes as you go along, do so with the parents permission.

Don't be afraid of parents. They are your greatest ally. They want their child to succeed more than you do.

XIII. POLICY ON LATE ENTRANTS INTO WORK-STUDY

A. It should be determined if they are functioning on an academic skill level with the rest of those at their proposed grade level placement.

B. Evaluate any past work experience. Document this evaluation in the cummulative records on form EMR-WS-9.

C. The fulltime work experience could be met in the summer, and the diploma awarded following that period.

D. Parents and pupil should be advised that when the entering pupil is of graduating age, the pupil will graduate if and when he fulfills all the needed requirements.

HOW TO USE THE COLOR CODED WORK-STUDY FORMS

1. White Card - Pupil Information Sheet

   A. Purpose: This card is to be used as a handy reference of pertinent information for the work-study program. It also gives the county coordinator an opportunity to better know the students in the program for job placement.

   B. Procedure: Fill in duplicate.

      a. Retain one copy in an alphabetical filing system.
      b. Send the carbon copy to County Coordinator.
      c. Keep information up to date.

   C

PUPIL INFORMATION SHEET S.S. # ___-__-____

Name_____ D.O.B._____ GR._____

Address_____ Phone_____

Par. Father_____ Mother_____

Par. Occ._____ Div. Sep. Mar.

Phys. Qual.: Ht._____ Wt._____ Handicap_____

Job Pref.: 1._____ 2._____ 3._____

Attitude: Realistic_____ Comments_____

Transportation: Drives_____ Bus_____ Other_____

Attendance_____ Savings Account #_____ Bank_____

Parental consent:_____ Sp. Sk. or Exp._____

S.S.# - Social Security Number ___-__-____

Job Pref: List his job perference in a decreasing order and record details on the job preference card.

Savings Account #: Secure this information and try to keep an up-to-date idea of the students savings pattern. This will be very important for state and county surveys.

Parental Consent: put date when letter is returned signed.

Sp. Sk. or Exp.: Special skill or experience.

All other pertinent information should be written on the back of the card.

2. Green - Job preference card.

A. Purpose: This card is to be used as a counseling tool. The coordinator should interview each student and find the child's goal as a worker. By finding the job preference the coordinator can seek job opportunities that will help him to reach his goal. The coordinator must help the child to be realistic in his job choice. He can advise him of the labor market, the qualifications needed for the jobs, and help the student to clearly see himself.

B. Procedure:

a. Retain one copy in an alphabetical filing system.
b. Keep information up to date.
c. File this with the pupil information sheet.

C.

JOB PREFERENCE CARD

School_____

Coordinator_____

Name_____

Address_____

Job Preference:

Reason:

Skills:

Experience:

Job Preference: This job preference should be a future job goal.

4. Pink - Job Placement Card

A. Purpose: This card is to be used for employment contacts. This card is vital for the development of a central job clearing house.

B. Procedure: Fill in Duplicate

a. Retain one copy in a separate alphabetical filing system.
b. Send the carbon copy to the County Coordinator.
c. Keep information up to date.

C.

JOB PLACEMENT CARD

Firm _____

Coordinator _____

Contact _____ /Phone _____

Address _____ Sch. Dist. of Job _____

Job Description _____

_____

Working Condition (Rating) _____

Pay _____ Hours _____ No. of Employees _____

Willing to Hire _____ Number _____

Employee Qualification for the Job _____

_____

Personal Reactions: _____

_____

Explanation:

Contact: Person's name - position - Example: personnel - owner

Job Description: Job title - Example - custodian - stock worker, etc. List all possible jobs the educable mentally retarded person might be able to do.

Pay - hourly rate

Hours - Full - Part Time - get specific hours if possible.

3. Yellow - Work Experience Record

A. Purpose: This card is to be used to keep an up to date record of the students work experience. It can be used as a grading device and to show progression or problems.

B. Procedure: Fill in Duplicate

a. Retain one copy in an alphabetical filing system behine the white pupil information sheet.
b. Send the carbon copy to the County Coordinator.
c. Keep information up to date by entering changes and sending the County Coordinator the changes on the Notification of Change of Pupil Work Status.

C.

WORK EXPERIENCE RECORD School _____

Name _____ Coor. _____

Firm _____ Location _____

Job _____

Weekly Hours	Time of Day	Pay	Rating*		Date Start	Date Left	Reason for Leaving

Firm _____ Location _____

Job _____

Weekly Hours	Time of Day	Pay	Rating*		Date Start	Date Left	Reason for Leaving

Firm _____ Location _____

Job _____

Weekly Hours	Time of Day	Pay	Rating*		Date Start	Date Left	Reason for Leaving

*Rating: 1-Ex. 2-Good 3-Sat. 4-Marginal 5-Job Change 2.Comment on back

Rating: This is a double rating system - that is your rating and the employers rating.

Reason for Leaving: Write this information on the back of the card if more room is needed.

MINOR WAGE AGREEMENT

EMPLOYER:_____ DATE:_____,

have employed_____, a minor who is under 21 years

of age and agree that said minor shall be paid at the rate of $_____

per hour, or $_____ per week, for _____ hours per week.

We also have on file working certificate for said minor if under 18.

Date of birth_____

_____

Minor

_____

Owner or Official

MINOR WAGE AGREEMENT

EMPLOYER:_____ DATE:_____,

have employed_____, a minor who is under 21 years

of age and agree that said minor shall be paid at the rate of $_____

per hour, or_____ per week, for_____ hours per week.

We also have on file working certificate for said minor if under 18.

Date of birth_____

_____

Minor

_____

Owner or Official

Materials Available From The Hamilton County Work-Study Coordinator

COUNTY

To order any of the materials listed below indicate the number desired in the blank to the left of the listing. Please note that some items are packaged (pkg.) and the number in the package follows. For these items order the number of pkg. needed.

_____ C1. Application for Employment Certificate - pkg. 100

_____ C2. School Record of Applicant for Employment Certificate, pkg. 100

_____ C3. Pledge of Employer, pkg. 100

_____ C4. Physician's Certificate, pkg. 100

_____ C5. Age and Schooling Certificate, pkg. 100

_____ C6. Pupil Information Sheet, (EMR-WS-1), pkg. 25

_____ C7. Job Preference Card (EMR-WS-2), pkg. 25

_____ C8. Job Placement Card (EMR-WS-3), pkg. 25

_____ C9. Work Experience Record (EMR-WS-4), pkg. 25

_____ C10. Minor Wage Agreement (EMR-WS-5), pkg. 25

_____ C11. Procedures for Issuing Employment Certificate (EMR-WS-6)

_____ C12.

_____ C13. This form - Materials Available from the Hamilton County Work-Study Coordinator (EMR-WS-7)

_____ C14. Parent Permission Letter for consent to admit pupils into Work-Study Program (send your school letterhead for imprinting) (EMR-WS-8)

_____ C15. Evaluation of Work Training (EMR-WS-9)

_____ C16. Monthly Report of Pupil's Earnings and Savings (EMR-WS-10)

_____ C17. Coordinator's Record of Pupils' Montly Earnings and Savings Reports (EMR-WS-11)

_____ C18. Suggested Course Series (EMR-WS-12)

_____ C19. Map of Hamilton County Roads

_____ C20. Mr. Employer pamphlet

_____ C21. Record of Pupil Progress (EMR-WS-13)

_____ C22. Coordinator's Monthly Report of Pupil Work Stations (EMR-WS-14)

_____ C23. Instructions for Making Coordinator's Monthly Report of Pupil Work Stations (EMR-WS-15)

_____ C24. Notification of Change of Pupil Work Status (EMR-WS-16)

COUNTY (Cont'd.)

____ C25. Coordinator's Quarterly Report of Pupils' Earnings and Savings (EMR-WS-17)

____ C26. Guide for School Attendance and Issuance of Age and Schooling Certificates.

STATE

To order any of the materials listed below, indicate the number desired in the blank to the left of the listing. Please note that some items are packaged (pkg.) and the number in the package follows. For these items order the number of pkgs. needed.

____ S1. Guidelines - Work-Study Programs for Slow Learning Children

____ S2. State Laws - Minor Labor Regulations

____ S3. State Laws - Female Labor Regulations

____ S4. State Laws - Minimum Fair Wage Standards for Food or Lodging Establishments

____ S5. State Laws - Minimum Fair Wage Standards for Retail Establishments

____ S6. Work-Study for Slow Learners in Ohio (Loan Only)

____ S7. Objective! Seeking Employment Successfully with the Ohio State Employment Service

____ S8. Choosing Your Occupation, State Employment Service (Loan Only)

____ S9. B.V.R. Vocational Rehabilitation, What is it?

____ S10. Handbook On School Attendance in Ohio

____ S11. Job Corps - tells what it is

____ S12. Every Girl needs a chance to become somebody. (Job Corps)

____ S13. Mahoning Valley Vocational School

____ S14. Special Education in Ohio Schools

____ S15. Slow Learning Children in Ohio Schools

____ S16. A Teenager's Guide in Employment

____ S17. Bureau of Vocational Rehabilitation - Information for Referring Agencies and Physicians

____ S18. How to Sell Your Job Talents

____ S19. Ohio Laws for Special Education

____ S20.

____ S21.

____ S22.

____ S23.

____ S24.

____ S25.

FEDERAL

To order any of the materials listed below indicate the number desired in the blank to the left of the listing. Please note that some items are packaged (pkg.) and the number in the package follows. For these items order the number of packages needed.

_____ F1. Federal Laws - WHPC Publication #1159 - Handy Reference Guide to the Fair Labor Standards Act

_____ F2. " " - Child Labor Bulletin #101 - A Guide to Child Provisions

_____ F3. " " - Federal Wage - Our Law (a poster)

_____ F4. " " - Retail and Service Enterprises and Establishments

_____ F5. " " - What Crew Leaders and Contractors of Farm Workers Should Know About Child Labor in Agriculture

_____ F6. " " - Highlights on Computing Overtime Pay

_____ F7. " " - How To Keep Time and Pay Records

_____ F8. " " - How the Fair Labor Standards Act Operates in Our Town

_____ F9. " " - "A Message to Young Workers"

_____ F10. " " - WHPC Publication #1172 - Hotels, Motels, Restaurants, and Food Service Employees

_____ F11. Making the Most of Your Job Interview - N.Y.L.I.C.

_____ F12. Fair Labor Regulations

_____ F13. Dental Services Directory for the Mentally Retarded

_____ F14.

_____ F15.

_____ F16.

_____ F17.

_____ F18.

_____ F19.

_____ F20.

_____ F21.

_____ F22.

_____ F23.

_____ F24.

_____ F25.

WORK-STUDY PROGRAM

Dear

Your _____ has been selected on the basis of school records, interest and personality as eligible to enter our Work-Study Program of the Special Education Department. This course will give on-the-job training in an unskilled or semi-skilled area of work. _____ may attend school on a part-time basis usually in the mornings and then work in the afternoons or evenings. This will depend upon scheduling and other factors. Actual on-the-job experience will depend upon many factors. Permanence or length of the employment may be terminated at any time.

Through the cooperation of this community the student will work under supervision in a business establishment. The exact hours of employment depend upon the need of the employer. The rate per hour will be established by the employer with the consent of the work-coordinator.

This is not a permanent job placement, but a school experience and should be viewed as such.

School credit toward graduation will be given for the part-time work.

If you are willing for _____ to enter this course, please sign in the space below.

Sincerely yours,

Principal

_____

(Signature of Parent or Legal Guardian)

WORK-STUDY PROGRAM

Evaluation of Work Training

On-Job Train

STUDENT'S NAME _____ DATE COMPLETED _____

PERIOD OF TIME COVERED: From _____ To _____

EMPLOYER _____

Instructions: Place an "X" in the appropriate box below:

ITEM	Excellent	Good	Average	Fair	Poor
1. Ability to follow simple directions					
2. Ability to follow a series of directions					
3. Ability to take orders and follow rules					
4. Ability to improve from criticisms and correction					
5. Ability to accept criticism and correction					
6. Ability to maintain an even disposition					
7. Ability to accept changes					
8. Ability to get along with fellow employees					
9. Willingness to seek help when it is needed					
10. Sense of responsibility					
11. Sense of initiative					
12. Personal neatness					
13. Obedience					
14. Trustworthiness					
15. Courteousness					
16. Punctuality					
17. Knowledge of safety habits					
18. General work habits					

19. Are you satisfied with workers progress? _____

20. Your impression of this worker and nature of his work _____

_____

Supervisor _____

EMR-WS-9
8-69

WORK-STUDY PROGRAM

Turn in a report each month.
Cut out the form for the month you are reporting.

MONTHLY REPORT OF EARNINGS AND SAVINGS MARCH MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____	MONTHLY REPORT OF EARNINGS AND SAVINGS SEPTEMBER MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____
MONTHLY REPORT OF EARNINGS AND SAVINGS APRIL MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____	MONTHLY REPORT OF EARNINGS AND SAVINGS OCTOBER MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____
MONTHLY REPORT OF EARNINGS AND SAVINGS MAY MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____	MONTHLY REPORT OF EARNINGS AND SAVINGS NOVEMBER MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____
MONTHLY REPORT OF EARNINGS AND SAVINGS JUNE MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____	MONTHLY REPORT OF EARNINGS AND SAVINGS DECEMBER MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____
MONTHLY REPORT OF EARNINGS AND SAVINGS JULY MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____	MONTHLY REPORT OF EARNINGS AND SAVINGS JANUARY MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____
MONTHLY REPORT OF EARNINGS AND SAVINGS AUGUST MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____	MONTHLY REPORT OF EARNINGS AND SAVINGS FEBRUARY MY EARNINGS WERE $_____.____ MY SAVINGS WERE $_____.____ SIGNED _____

Coordinator's Record of Pupils' Monthly Earnings and Savings Reports 19___-19___ Class - 9 10 11 12

Months	September/March		October/April		November/May		December/June		January/July		February/August	
Students	Earnings	Savings	Earnings	Savings	Earnings	Savings	Earnings	Savings	Earnings	Savings	Earnings	Savings

The State Department of Special Education has published Program Standards for Special Education (August, 1966) and Guidelines Work-Study Programs for Slow Learning Children (1967).

From these and the State Minimum Requirements for High School Programs, we have derived the core subjects and credit requirements.

The following is a suggested course series, for grades 9 through 12, based on a 6 period day. Adaptations to a different daily schedule should meet the state minimum requirements.

Course #	Subject Titles	Units
	9th grade level - 4½	
S-11	English 9	1
S-21	General Math - 9	1
S-31	General Science	1
S-51	Occupational Orientation I	1
	Health & Physical Education	½
	Elective (Arts, Chorus, Band, Home Ec., Ind. Arts)	
	10th grade level - 4½	
S-12	English - 10	1
S-22	General Math - 10	1
S-42	Ohio History	1
S-52	Occupational Orientation II	1
	Health & Physical Education	½
	Elective (Art, Chorus, Band, Home Ec., Ind. Arts, Driver Ed.)	
	11th grade level - 4	
S-13	English II	1
S-23	Personal Math	1
S-43	American History and Government	1
S-53	Job Training - ½ day	1
	12th grade level - 4	
S-24	Business Math/Record Keeping (Night Seminar)	1
S-54	Work Study - full day*	3
		17

Requirements for Graduation:
- 16 Special Academic Hours Credit for Graduation
- ½ Credit of Physical Education
- ½ Credit of Health
- Arts, Chorus, Band and Elective Courses are for enrichment and are not totaled for graduation credit.

* Must satisfactorily hold a job for 90 days of last semester of the senior year to be eligible for graduation.

_____ SCHOOL DISTRICT

RECORD OF PUPIL PROGRESS

School _____ Pupil _____

Courses			Progress Record		
Code	Units	Title	Year	Teacher	Credits
Ninth Grade Level					
S-11	1	English 9	____	_____	_____
S-21	1	General Math 9	____	_____	_____
S-31	1	General Science	____	_____	_____
S-51	1	Occupational Orient. 9	____	_____	_____
____	¼	Physical Education	____	_____	_____
		Elective (Art, Chorus, Band, Home Ed., Ind. Arts)	____	_____	_____
Tenth Grade Level					
S-12	1	English 10	____	_____	_____
S-22	1	General Math 10	____	_____	_____
S-42	1	Ohio History	____	_____	_____
S-52	1	Occupational Orient. 10	____	_____	_____
S-82	½	Health	____	_____	_____
____	¼	Physical Education	____	_____	_____
		Elective (Art, Chorus, Band, Home Ed., Ind. Arts, Driver Ed.)	____	_____	_____
Eleventh Grade Level					
S-13	1	English 11	____	_____	_____
S-23	1	Personal Math	____	_____	_____
S-43	1	American History and Government	____	_____	_____
S-53	1	Job Training ½ day	____	_____	_____
Twelfth Grade Level					
S-24	1	Bus. Math/Record Keeping (Night Seminar)	____	_____	_____
S-54	3	Work Study - full day*	____	_____	_____

Requirements for Graduation:

16 Special Academic Hours Credit for Graduation
½ Credit of Physical Education
½ Credit of Health
Art, Choir, Band and other elective courses are for enrichment and are not totaled for graduation credit.

* Must satisfactorily hold a job for at least the last 90 days of the last semester of the senior year to be eligible for graduation.

EMR-WS-13-8/69
Available from Division of Special Education
Hamilton County Board of Education

HAMILTON COUNTY PUBLIC SCHOOLS
Division of Special Education
Work-Study Program

Coordinator's Monthly Report of Pupil Work Stations

Date _____

Grade _____ School _____

	Pupil's Name	Work Station - In-school	Part-time	Full-time	Not placed
1.					
	Where Placed				
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Comments:

Reasons for students "not placed":
A. No in-school work available B. Not ready for placement C. Just lost a job.

cc: Coordinator's File
County Coordinator
Principal

Coordinator _____

EMR-WS-14-7/69

HAMILTON COUNTY PUBLIC SCHOOLS
Division of Special Education
Work-Study Program

Instructions for making Coordinator's Monthly Report of Pupil Work Stations

Rationale: There is a need for different members of the professional staff to be aware of the placement of pupils and any not placed to enable the whole professional team to help guide the development of each pupil. Through the monthly report each staff person is provided a summary of the status of each pupil.

Procedures:

1. Type a set of forms (the Coordinator's Monthly Report of Pupil Work Stations) with all the pupils' names in each grade level (one form for each grade 9-12). Put only one grade level on each page.

2. Make a duplicator master copy of the completed forms and print enough copies for three reports each month for 12 months.

3. Any pupil changes can be made by hand on the duplicator copy at the time of the monthly report or typed on the original copy and a new duplicator master made to make a new set of report forms.

4. In the first week of each month make three reports (one each to: coordinator's records, the building principal, and the county coordinator) of each grade level.

5. Behind each pupil's name, mark the type of job station he is on by putting in the number of the job he currently holds. Example:

In-School	or	Part-time	or	Full-time	or	Not Placed
1 (for first job)		2 (for second job)		4 (for fourth job)		A, B, or C

6. Indicate "Where Placed" only when the work station is different from the previous month's report. Do not indicate a change when it is a job change within the same work station. i.e.: changes from the serving line in the school cafeteria to the dishwasher operator in the same school cafeteria or changes from the clean up man to the grill man at the same restaurant.

7. When a student is "Not Placed" put an A, B, or C in the column space. Put an A if there is no in-school work available; a B if the pupil is not ready for placement; or C if the pupil just lost a job.

8. Any special information or problems not covered in the regular columns can be noted in the "Comments" section. Put down the pupil's number and the appropriate comment. It is not necessary to rewrite the pupil's name.

HAMILTON COUNTY BOARD OF EDUCATION
Division of Special Education
Work-Study Program

NOTIFICATION OF CHANGE OF PUPIL WORK STATUS

FROM: _____
Coordinator

TO: County Work-Study Coordinator

DATE: ___/ /6___

RE: Pupil _____

Previous Work Status

Job Number _____

Job _____

Date Left	Reason for Leaving
/ /6	

Current Work Status

Job Number _____

Firm _____ Location

Job _____

Weekly Hours	Time of Day	Pay	Rating	Date Start

Instructions for use of notice:

1. Use this notice to inform the County Coordinator of a change in the work status of individual pupils to up date the "Work Experience Record" of the pupil.

2. In the first section identify the work status of the pupil which has just changed. If the pupil previously held an in-school position, put in-school in the "job" space. If the pupil was unemployed, write unemployed.

3. When a pupil changes work stations, give the name of the previous job, the date he left it, and the reason for leaving.

4. When a new job is started, fill in the second section.

DISTRICT _____ School Year 19___-19___

COORDINATOR_____

Totals:	Number of Pupils	Earnings	Savings
First Quarter - September, October, and November			
		.	.
Second Quarter - December, January, February			
		.	.
Third Quarter - March, April, May			
		.	.
Fourth Quarter - June, July, August			
		.	.
Year Totals			
		.	.

At the end of each quarter the totals should be entered and copies sent to the building principal and the County Coordinator. The County Coordinator will compile the semi-annual State Report from these figures.

EMR-WS-17-1/69

PLEASE SUBMIT IN DUPLICATE

Date Received _____
Date Scheduled _____

REQUEST FOR INDIVIDUAL SERVICES
HAMILTON COUNTY OFFICE OF EDUCATION
Psychological Services-Referral Form

Identifying Data

Name _____ Birthdate _____ Sex _____

Parents (Full Name) _____ Grade _____ Teacher _____

Guardian _____ Phone Number _____

Address _____ District _____ School _____

Referred by _____

Reason for Referral: What conditions, situations or behavior initiated this referral?

Purpose for Referral: What type of information or service do you feel is necessary to help you work effectively with this child?

What has been done by the school to attempt to solve the problems listed above?

Are the parents aware of this request? If "yes", what is their attitude or reaction?

Has there been any contact with any agency? (List agency, date, and contact person, if available)

What is child's present academic situation? (Include grades in major areas)

Previous Test Results

Test	Date	C.A.	M.A.	I.Q. or G.P.	%ile	Comment

(Many children because of specific situations need to be registered with the Social-Service Exchange. To do this "Identifying Data" and "Family" sections must be completed.)

Birthdate

Mother's Birthdate

Occupation Occupation

Brothers and sisters and their birthdates:

Any other facts concerning family background or home conditions which may be pertinent:

School

Grades retained:

History of problem:

Date of previous psychological evaluation:

List previous schools attended, addresses, and dates attended:

Medical

Give results of most recent examination, if available:

Type	Date	Examined by	Comment
Physical			
Vision			
Hearing			
Speech			

Present source of medical attention (family doctor - pediatrician):

Name	Address	Telephone

List any other doctor, specialist, or clinic that has seen child in last five years:

Name	Address	Date

Additional Comments

SPECIAL PLACEMENT NOTIFICATION
Division of Special Education
Hamilton County Public Schools

Re:

Dear

This will confirm the placement of the above named child in a Special Class for Slow Learners.

This student is presently attending the _____ school and the special class is located in _____ school.

If conferences have not been completed, the Psychologist and Special Education Supervisor may be contacted to attend whatever conferences you feel are necessary.

Sincerely,

COLIN P. YACKS, Director
Division of Special Education

CPY:lf

cc: